

## **Ohio Content Standard for Social Studies (Grade 10)**

### **Match-ups to WRHS Stokes Brothers Education Program**

#### **History Standard**

##### Benchmarks

- Grades 9-10: F: Identify major historical patterns in the domestic affairs of the United States during the 20<sup>th</sup> century and explain their significance.

##### Grade Level Indicators

- Grade 10: 9. Analyze the major political, economic and social developments of the 1920s including (c.) African-American migrations from the South to the North. 11. Analyze the impact of United States participation in World War II with emphasis on (a.) events on the home front to support the war effort, including industrial mobilization, women and minorities in the work force. 14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on (a.) Brown v. Board of Education (b.) changes in goals and tactics of leading civil rights advocates and organizations (c.) the linkages between the civil rights movement and movements to gain justice for other minority groups.

#### **Government Standard**

##### Benchmarks

- Grades 9-10: A. Analyze the evolution of the Constitution through post-Reconstruction amendments and Supreme court decisions.

##### Grade Level Indicators

- Grade 10: 1. Examine the United States Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including (b.) Brown v. Board of Education.

#### **Citizenship Rights and Responsibilities**

##### Benchmarks

- Grades 9-10: A. Analyze ways people achieve governmental change, including political action, social protest and revolution. B. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others and the common good.

### Grade Level Indicators

- Grade 10: 1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on (c.) civil rights legislation. 2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including (b.) civil rights movement of the 1960s. 3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including (f.) equal opportunity. 4. Analyze instances in which the rights of individuals were restricted including (d.) African-Americans during the civil rights movement.

### **Social Studies Skills and Methods**

#### Benchmarks

- Grades 9-10: A. Evaluate the reliability and credibility of sources. B. Use data and evidence to support or refute a thesis.